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ABSTRACT

Topics and ideas for infusing global perspectives on interrelatedness into the secondary social studies curriculum are intended to be used selectively by teachers. The major objectives of the guide are to help students become aware of global interdependence and implications and problems which accompany interdependence. Section I presents ideas for curriculum development for grades 7-9. Presentation of specific objectives and a background discussion are followed by a topic and idea outline of American history, state histories, developing nations, the study of culture, the biosphere, and political systems. For each topic, questions and explanations are listed, teaching techniques are suggested, and conclusions are offered. Section II presents suggestions for curriculum development for grades 10-12. Specific objectives and a background discussion are followed by a topic and idea outline of urbanization, economics, culture studies, environmental concerns, and nationalism. Activities, key ideas, questions, hypotheses, and concepts for each topic are presented. Teacher and reviewer comments are solicited. (Author/DB)

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Global Perspectives:
A Humanistic Influence
on the Curriculum

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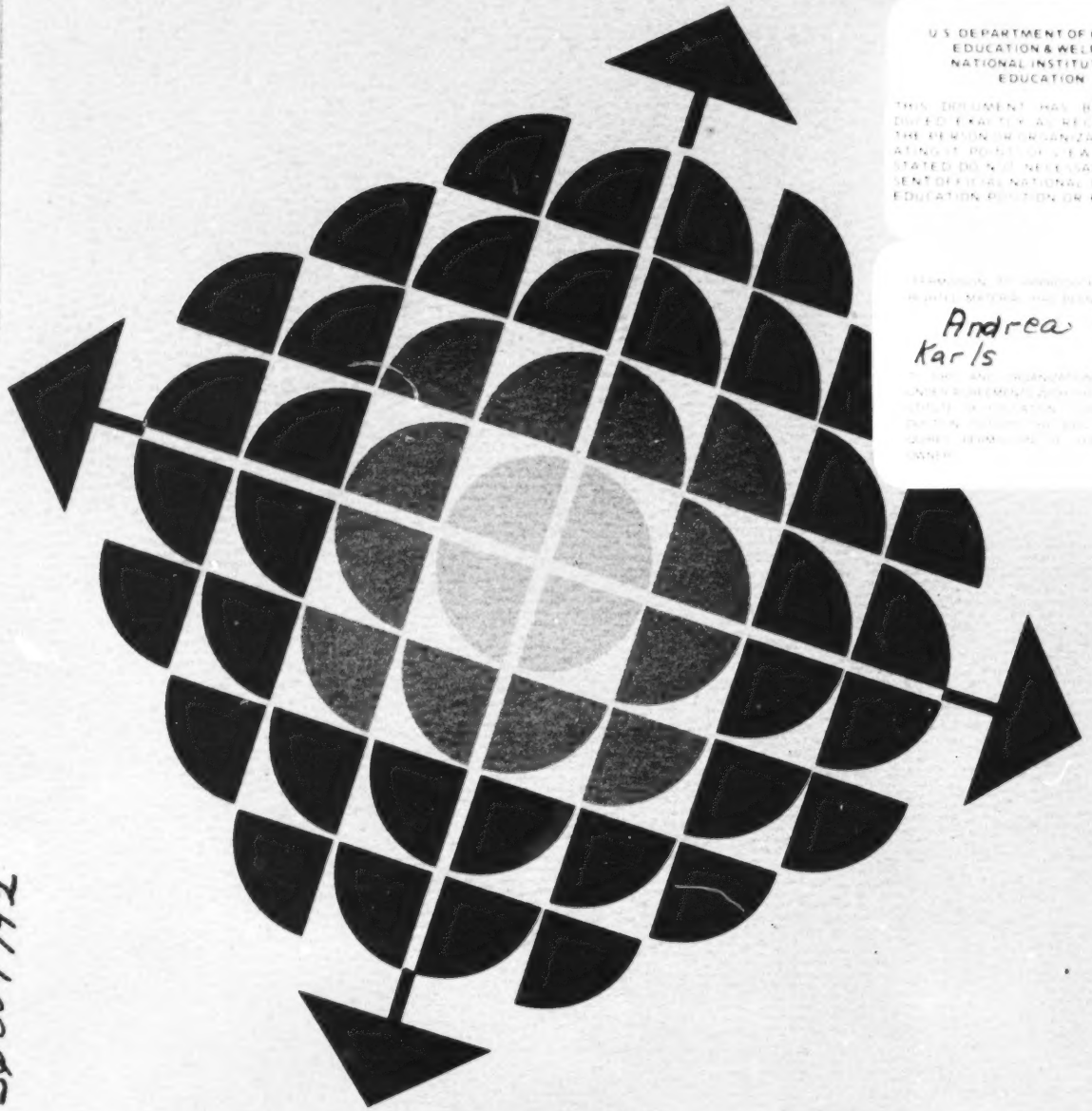

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INTERDEPENDENCE

Number One in a Series of K-12 Guides

Part C, 7-9 **Part D, 10-12**

12

CENTER FOR GLOBAL PERSPECTIVES

DAVID C. KING

A SPECIAL NOTE: The concept guides and patterns for teaching should be viewed as a stage in a process, rather than volumes with any pretense of finality. Your comments and suggestions for building and reshaping the conceptual framework and sample lessons are welcomed and needed. It is anticipated that the framework will be adapted by each user, as it functions to complement and supplement a wide variety of disciplines and courses. Further, we welcome the comments of students, parents, and administrators, as well as teachers and curriculum specialists.

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GLOBAL PERSPECTIVES:

A HUMANISTIC INFLUENCE ON THE CURRICULUM

SUGGESTIONS FOR CURRICULUM DEVELOPMENT ON INTERDEPENDENCE

PART C, 7-9 PART D, 10-12

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GLOBAL PERSPECTIVES:

A HUMANISTIC INFLUENCE ON THE CURRICULUM

INTRODUCTION TO THE SERIES

> The most reliable starting point in learning is usually with the whole, leaving parts to be examined in the perspective of the whole. . . . We learn to find our way about a town by looking at a map of the whole and finding where we are in relation to the whole. We find our way in and out of complex buildings by having an image or map of the whole, and our present position in relation to it -- or follow notices provided by someone who has such an image. A knowledge of world society as a whole helps us to understand parts of it, and to see the relationships between the parts. Without this knowledge we are likely to misinterpret behavior, to attribute wrong motivations, to mistake individual differences for racial or cultural differences and generally to be inadequate within our own social relationships.
>
> *John W. Burton, World Society, Cambridge University Press, 1972, p. 6*

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The basic idea of this series, GLOBAL PERSPECTIVES: A HUMANISTIC INFLUENCE ON THE CURRICULUM, is to suggest some important ways in which teachers and curriculum developers can weave a broader and more realistic world view into the existing social studies curriculum, K-12. The goal is neither to remodel present courses nor to create new ones. Much of the educational raw material needed for an adequate understanding of our world already exists, at least in the more up-to-date texts and supplementary units. What is lacking are tools students can use to organize more effectively the mass of information. As matters now stand, the students encounter the material, grade after grade after grade, but they fail to emerge with the world-mindedness so vital to people who will be spending their adult lives in the 21st century.

THE IMPORTANCE OF CONCEPTS/THE IDEA OF UNIVERSAL CONCEPTS

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources -- not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied -- at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation, buying and selling* or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. Understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines -- each of the social sciences can shed some light on them. In fact, they go beyond the social sciences -- other areas of exploration, such as literature, art, science -- can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an

increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

USING THE GUIDES

The major portion of each guide consists of topics, ideas, and questions which the teacher can insert into the curriculum at appropriate places. The guide may look complicated, but the outline of suggestions for specific grade levels is actually quite manageable. We have tried to gear the K-9 outlines to existing texts, so there is rarely a need to develop new lessons or to buy new materials. The teacher will find, by simply reading through the guide, that there are numerous places to use the concept for two key purposes:

a. To help the student better understand the subject matter;

b. To provide ways of seeing the relationship between the course material and one's own life -- relating self and subject matter to encompass a world view.

For those developing new curriculum materials, the guides offer suggestions on how to tailor subject matter so that it will better meet the needs of young people growing up in this closed system we have come to refer to as Spaceship Earth. We hope, too, that commercial publishers will find some ideas and viewpoints worth considering in the development of future series.

The guide has a valuable supplement, which offers some sample lessons at various grade levels. It also gives some ideas on how teachers can create their own lessons, relying primarily on the daily newspaper and local events.

INTERDEPENDENCE IN THE K-12 CURRICULUM

Interdependence means simply *mutual dependence* -- parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands -- like the Energy Crisis -- reverberates through all the others.

The forces at work creating this village environment are not hard to find -- the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary interdependence -- like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can best be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication.

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs -- economic systems, political systems, ecosystems, etc.

MAJOR RESEARCH SOURCES

The concepts and ways of dealing with them have been derived from a variety of sources. A major theoretical guide has been a study prepared for the United States Office of Education by the Foreign Policy Association under the direction of Lee F. Anderson and James M. Becker. Published in 1969, this report (titled *An Examination of Objectives, Needs, and Priorities in International Education*) has already influenced a number of commercially developed texts and teaching materials. Similarly, we have made use of such sources as: the Hilda Taba Curriculum Development Project, the Social Studies Development Center at the University of Indiana, the Social Studies Curriculum Center at Syracuse University, the work of Jerome Bruner and his associates, and the curriculum development program of the Center for War/Peace Studies. These programs have also contributed to positive changes in recently published material. Some curriculum materials are now available to deal with such concepts as interdependence, conflict and change, population pressures, and so on. What is still lacking is a sequential framework for learning about and analyzing these concepts. These guides are a beginning attempt to provide such a framework by enlarging on those themes as they are currently presented.

SUGGESTIONS FOR CURRICULUM DEVELOPMENT

INTERDEPENDENCE

JUNIOR HIGH (7-9)

OBJECTIVES

Students should

1. understand the meaning of systems and interdependence, and be able to use that knowledge as a means of understanding information encountered in any course.

2. know that interdependence operates in all human groups and between humans and nature.

3. be able to analyze the impact of developments such as modern technology in the creation of interdependence on a worldwide scale.

4. be able to view economic and technological development in terms of systems.

5. understand major developments in state and national histories as being (a) interrelated, and (b) events contributing to increasing interdependence.

6. know that modernization involves increasing interdependence (a) within the society, and (b) with other parts of the world.

7. be able to consider the growth of multinational corporations as a new force contributing to global interdependence, and to explore positive and negative potentials of that force.

8. understand how local concerns (such as family farming) are related to world concerns (such as hunger).

BACKGROUND DISCUSSION

An increasingly attractive and valuable array of materials is at last being published for the middle grades, especially in economics and anthropology. World history, culture or area studies, state and American history remain the standard courses. All these subjects, but particularly the last two, need to be globalized--to offer the students a more realistic look at their total world environment. Studies comparing cultures have been made more interesting, readable and analytical--important motivators badly needed for this age group. State and national histories, however, tend to perpetuate the ethnocentric outlook which restricts young people from seeing how their lives and their futures are intimately tied to what is happening in the rest of the world.

The following outline offers some key ideas and questions which you can insert in your course to help your class gain that vital global perspective. At the same time, periodic use of the concept will aid the students in understanding the text materials.

TOPIC AND IDEA OUTLINE

INTRODUCTORY--The meaning of *systems* and *interdependence*

(This brief introduction should be used just before dealing with course material which involves interdependence.)

1. Working in small groups or as a class, ask the students to try to define the two terms and provide specific examples.

   - Dictionaries can be used for definitions, if necessary.

   - The class should see that *system* is practically synonomous with interdependence. Any system is made up of interdependent parts.

2. See if they can grasp the major characteristics of the concept by using their examples to prove the following statements:

   a. A system is made up of parts which depend on each other. All parts must function for the system to work.

   b. A change (or breakdown) in one part of a system affects the other parts.

c. Systems (or interdependence) exist in (1) nature, (2) human groups, (3) man-made objects.

AMERICAN HISTORY: INDUSTRIALIZATION, CORPORATIONS, LABOR

1. Industrialization increases interdependence. Use specific inventions to illustrate this.

   a. A systems approach is useful here. For example:

      (1) In what ways is the automobile itself a system? What subsystems is it made up of?

      (2) What other systems were created by the automobile?

      - in manufacture?

        (assembly lines; energy--oil wells, refineries, pipelines, etc.; mining; transporting raw materials)

      - in usage?

        (roads, traffic laws, paving, repair garages, government-agencies, etc.)

      - in distribution?

        (sales, transport, advertising)

      (3) How did automobiles (a) alter cities, (b) contribute to suburban development?

   The class could be divided into teams for this, each dealing with one of the questions.

   b. What systems have other inventions spawned?

   The same teams could each choose a separate invention (telephone, motion pictures, trains, airplanes, etc.) and list the systems it has spawned.

   - Challenge the rest of the class to think of systems the team failed to name.

- Through these activities, they will begin to see the Industrial Revolution as an explosion of new kinds of interdependence, with ever-increasing complexity and interlocking systems.

c. How did this increasing interdependence change the way people live?

On the basis of the previous activities, have the class deal with this key question.

(1) How does the simplicity of home crafts or farming contrast with new complexity?

(2) How did interdependence eliminate old jobs and create new ones, and a multitude of specialized tasks?

(3) What are some of the new systems created by assembly lines? Ask volunteers to draw pictures of a factory as a system. Field trips to assembly plants or complex systems like an electricity generating plant would be good.

(4) How are development of communications and transportation systems linked to industrialization?

(5) How did interdependence lead to new ideas of value, new goods and services, new kinds of entertainment, and greater leisure (for some) and more ways to use it?

(6) What is it like to work on one small part of a product or service rather than the whole?

(7) How did increasing specialization bring each individual to depend on more and more people?

All of these results of interdependence can also be considered in terms of whether they are good or bad, positive or negative.

2. Corporations can be studied as systems for the management of industry.

a. In what ways did larger corporations prove more efficient than smaller companies?

b. What has been the impact of giant corporations--who benefited and who suffered?

(1) How did giant corporations and holding companies alter the free market system?

(2) Why did many people think the corporate system was not functioning properly?

c. Labor responded by organizing--how were unions themselves examples of systems or interdependence?

d. How did government and industry become intertwined?

(1) Why did the political system have to become involved in the economic system? (Trying to correct imbalances in corporate system.)

(2) Later, during the Depression, why was more government involvement needed?

In a way, New Deal can be seen as growing out of the fact that there were so many interlocking systems involved in the economy that a change in one part (e.g. farming) could not be corrected by the other parts.

(3) What complaints are there today about corporations?

(e.g. Restraint of trade, excessive profits)

(4) What complaints are there about government interference?

(The interdependent economic webs are now so complex, it is almost impossible to know what adjustments to make or how.)

3. Industry and global systems--19th century.

a. How were industrialized nations becoming interdependent through trade and investment?

b. How did the need for resources also link nonindustrial areas?

What parts of the world did the U.S. turn to for some resources--including agricultural products?

If this is not covered in the text, it would be a fine research assignment. Histories of particular companies or industries would be a good place to start. With pairs of students working on different tasks, the class will become increasingly aware of the industrial and commercial strands reaching to practically all parts of the globe.

c. How did industrialization contribute to new colonial empires?

The race for colonies in Africa, the carving up of China?

d. How did industrialization contribute to American imperialist adventures such as the Panama Canal, and interventions in Latin America?

One idea that will emerge from this study is the natural drive of capitalist enterprises to expand, searching for raw materials and new markets. (There are few stockholders who would be pleased to see a corporation's sales remain the same year after year)

4. Industry and prosperity--20th Century.

Continued economic development in this century might be studied in terms of building and testing hypotheses connected with the idea that *a change in one part of a system leads to changes in other parts or even in other systems.*

Some topics to consider would be: How did industrialization contribute to--

a. the changing role of women

b. the changing nature of warfare

c. increased involvement of government in economic matters

d. movements of people - (1) immigration, (2) migration from farm to city, (3) black migrations from south to north

e. increased convenience, leisure, recreation

f. the whole range of environmental concerns

g. the division of nations into rich and poor; the division of the world into rich nations and poor nations.

5. Other topics in American history to explore:

a. How do frontier conditions influence the way people live? Consider (1) their relationship to the environment; (2) newcomers' relationship to primitive peoples already living there.

As a research assignment, have students explore other frontier experiences--19th century Russia, Australia, Canada; 20th century Brazil. This will help students see the American experience in comparison to other human groups.

b. What were the early trade patterns?

- the interdependence of the colonies and England,

- also within and between colonies, and

- the triangular trade.

c. How was the westward movement influenced by other emerging systems?

Transportation, communication, industrialization, urbanization--all can be viewed as dependent on one another.

6. Some conclusions.

a. The development of modern technology has been a major force in increasing interdependence.

(1) We now depend on countless other people for the goods and services we want or need.

(2) The systems of industry, communication and transportation now form worldwide networks.

b. Increased interdependence has the possibility for good and harmful effects.

(1) Material goods and conveniences have increased.

(2) Humans can exercise greater control over their environment.

(3) The search for markets and raw materials often leads to conflict or exploitation.

(4) The systems are increasingly complex--a change in one part of one system can have a far-reaching impact on other aspects of people's lives.

STATE HISTORIES

These courses provide an excellent opportunity for in-depth studies of various aspects of interdependence--especially in helping students see the relationship between local events and worldwide patterns.

1. The relationship between humans and the environment has changed with different groups. Consider the way in which successive groups have interacted with the environment of your state.

   a. How did Indian tribes make use of the environment? What technology did they have to help them deal with conditions? I.e., what sort of interdependence existed between humans and the environment?

   b. How do early settlers contrast with Indians in terms of their human/environment relationship?

   c. How is the environment used today? What factors have made such changes possible?

2. Contemporary society is characterized by many layers of interdependence.

   a. Consider the interdependence (1) within a community, and (2) between urban and rural areas.

   b. Extend this by considering ways in which the state is interdependent with (1) other parts of the nation; (2) other parts of the world.

      Deal with ties of communication and transportation as well as commerce.

DEVELOPING NATIONS

In studying other cultures, most texts offer a number of cases for purposes of comparison. You can enlarge on the information about specific societies to help students understand the interdependent nature of our world.

1. Modernization is a worldwide goal.

   a. Why does the nation want to modernize?

      - What is needed for industry? What is lacking?

      - What successes has the nation had?

   b. How do the problems faced by the societies studied compare to other developing nations?

      (1) Provide data on other nations--population, growth rate, income level, major crops or raw materials.

      Organizations such as United Nations Association and Council on World Affairs are local groups that should be able to help with information.

      (2) You might encourage the students to collect data themselves--from simple encyclopedia research or writing to U.N. Agencies. Students could develop such activities as creating a large wall map, with basic data for key countries; or they might devise a color code to indicate various stages of development.

      (3) In other words, it is important to emphasize the worldwide drive for better living standards and to see that all countries face the same difficulties in varying degrees--even the rate of poverty in the United States can be included.

   c. What are some of the key elements in trying to industrialize?

      (1) Why is there resistance to change or "economic progress?" Are there examples of similar kinds of resistance in the U.S.?

      For example, people's reluctance to use mass transportation. This can help students avoid the ethnocentric judgment that developing countries would do better if they weren't so bound by tradition.

(2) In addition to traditional patterns, why is it difficult to increase food production?

In any developing nation there are likely to be small family farms, often highly inefficient. There are some 700 million similar farms in the world--modern methods could probably double the productivity of each. How would increased productivity facilitate modernization? How would this affect the world food shortage?

(3) Why have so many people moved to cities when there are not enough jobs? How does this complicate modernization efforts?

Stress the personal motives involved in the "revolution of rising expectations." What would the students do in the same circumstances?

2. Modernization involves both gains and losses.

a. As the nation's economy develops, how are people's lives changed for the better?

What is gained in terms of leisure, convenience, material goods, improved health and nutrition?

b. How does modernization increase a nation's ties with other parts of the world?

(1) What were previous contacts with other countries?

(2) How are contacts changing and for what reasons?

(3) What are the benefits and costs of increased contact?

c. How does modernization increase interdependence within the society?

- How is this increasing interdependence reflected in new transportation and communications systems?

d. What are the costs of modernization?

For example: a town marketplace is replaced by a modern shopping center. Shopping is now more convenient

and there are probably more products, but what has been lost? Or, people leave tribes or villages where their families have lived for generations. They may find new jobs in the city, but what have they given up?

The students should be able to come up with numerous other examples.

e. How has the relationship between people and their environment been changed?

f. In balance, if you were a citizen of the society, would you favor or oppose continued modernization?

It's very difficult for young people to view other cultures except in terms of their own. This is natural since nearly all have been seeing the world through their own cultural looking-glasses all their lives. Some suggestions for developing more empathy for other's way of life:

(1) Stories and films are most helpful--and of course many texts now use a story format to spark interest in some chapters. Review stories and films first--or use reliable annotated lists--to be sure the material doesn't simply reinforce cultural bias.

(2) Simulations and role-playing are very useful. Assign students particular roles in a culture being studied. See if they can sense and express the pros and cons involved in such decisions as:

(a) Should the nation postpone industrial development in order to raise more food?

(b) Should cash crops be increased for more sales or decreased for more food? What would the results be?

(c) Is it possible to increase food production and industrialize at the same time?

The rest of the class can point out other variables like population control, world prices of cash crops or raw materials, etc. Whatever culture(s) you are studying are likely to supply you with individual roles or inter-

est groups you can assign to different students.

3. Multinational corporations are playing an important role in the modernization process.

This is a tremendously important factor in developing countries--but only one or two texts even mention the subject.

You (and/or the students) may need some additional research to find out what role multinational companies based in the U.S., Europe or Japan play in practically every emerging nation.

Use news magazines indexed in the *Reader's Guide To Periodical Literature*. Some questions to consider in your study would be:

a. What is a multinational corporation (MNC)?

(1) How and why do they operate in foreign countries?

- What MNC's have operations in your own community?

(You might invite company representatives to talk to the class.)

(2) How much of the world's economy do they control?

(Many have gross incomes greater than that of most nations.)

(3) What global companies operate in the culture(s) the class is studying?

b. Why are MNC's so important?

(1) Can a nation develop industry <u>without</u> their help?

(2) How do they influence the social, economic and political life in a "host" country?

- The building of company towns

- New products, new conveniences

- How are people of the country employed--are they laborers or do they have management jobs, too?

- Pictures of cities in developing countries will often give evidence of MNC activity.

c. How do MNC's reveal the growing interdependence of the world's economy?

Students should see that the interdependence which characterizes a national economy is now being extended to the entire planet.

d. What are possible drawbacks of MNC's?

(1) Do they limit the host nation's power to make its own economic decisions?

(2) Do they interfere with the government?

(3) Do they make the nation too dependent on decisions made in foreign countries?

(4) Are they replacing traditional culture with American or European culture?

(5) Why are some developing nations taking over control of foreign companies?

e. What decisions about MNC's should be made?

(1) Should a nation invite MNC's into their country? In a role-playing or simulation activity, have the students consider whether or not MNC's should be invited into "their" country.

(2) On what kind of basis should MNC's be allowed to operate? Point out that developing nations have responded to MNC's in a variety of ways. Some (e.g. Uganda) won't allow them; others (e.g. Brazil) openly invite them; still others (e.g. Mexico) allow them but have laws requiring that Mexicans own controlling interest.

Individual or committee research and reports on specific MNC's or specific nations are a good approach to this topic.

4. Comparisons: How does modern economic interdependence influence the way people live?

a. Have task groups compare three societies (or cities) studied in the course. Reports should consider the positive and negative results of interdependence.

(This is actually a review of the above activities.)

b. Others can compare interdependence in a culture studied with interdependence in your own community.

(1) How do the two differ in terms of the number and kinds of systems involved?

(2) How do they differ in terms of being connected with the global economic system?

- E.g. Note the number of car dealers, stereo salesrooms, motorcycle shops, etc. in your community that deal with goods from other countries.

- If this investigation is thorough the class is likely to be surprised at how much of what we need and use is supplied by other parts of the globe.

THE STUDY OF CULTURE

The study of culture is valuable for offering young people a basis for comparison with their own society and an appreciation for the way of life of other peoples. At the same time, they enlarge their world view by beginning to understand the similarities and diversity of different human groups--in other words, they begin to see all humans as members of the same species, but a species that has found infinitely varied ways of meeting basic needs.

Some topics and questions that might not be covered in your text:

1. A culture is a system.

a. How do the different parts of a culture form a system, each part depending on the others? Give examples.

b. How has a change in one part of a culture influenced other parts? For discussion or research, explore cases illustrating this phenomenon. E.g., when Plains Indians acquired the horse, this created changes in practically

all aspects of their culture.

If one or two examples are provided in the text, discuss these; also have small groups find examples from other parts of the world. For example--new strains of rice on farms in India; military defeat for Japan in World War II; the bogging down of U.S. military forces in Vietnam; the creation of military rule in Brazil.

c. Are there changes that have influenced the culture patterns of many societies at the same time? Students might find out about:

- the Spanish conquest of Latin America

- the transistor radio

- the spread of Islam

- the control of malaria

d. How might a single technological innovation influence different cultures in different ways, e.g. television?

e. Test this hypothesis:

In societies where people have learned to control environmental conditions, they become less dependent on the environment and more dependent on each other.

2. Cultures have value systems.

a. Compare the value systems in two different cultures--or in two subcultures of the U.S.

(1) How do these values influence behavior?

(2) What are some examples of forces that have changed value systems?

(3) How do the values of the groups studied compare with your own?

b. Why are there different value systems within a particular society--especially modern, complex societies like the U.S.?

(1) Do you think minority groups should reject their traditional values in order to "fit in?"

(2) Is one set of values better than another?

(3) Is it possible to have harmony when different groups have different sets of values?

(4) What are the advantages and disadvantages of such diversity?

(5) Can you think of values in American society that you would like to see changed?

c. Encourage the class to explore their reactions to different value or belief systems.

(1) How might others react to the values and beliefs held by the students?

(2) You can use such discussions as a means of analyzing ethnocentrism.

- Why does it exist? What purpose does it serve?

- How does it form a barrier between cultures?

- Give examples of the harmful effects of ethnocentrism.

- Can you think of ways that people could become more tolerant of the beliefs and values of others?

3. Some conclusions--

a. Cultural variations stem from finding different ways of meeting universal human needs.

b. A change in one part of a culture can influence other parts.

c. Ethnocentrism is a way of defending one's own way of life; but it also contributes to cultural conflict.

d. Better understanding of the reasons for cultural diversity can help overcome value conflicts and ethnocentrism.

THE BIOSPHERE/HUMANS AND THEIR ENVIRONMENT

1. The parts of the biosphere--people, land, water and air--are interdependent. In what ways?

   a. How do people determine the way they will use the environment they live in?

      - Give examples of ways in which human groups have used similar environments differently.

   b. If one part of a system changes, how will it change the other parts?

      (1) How has a sudden or gradual change in one part of the biosphere influenced other parts? Give examples.

      (2) How have changes made by humans influenced other elements of the biosphere?

      (3) Can humans always predict the impact of their attempts to change the environment? Explore examples, such as

      - farm conditions leading to the Dust Bowl

      - side effects of the Aswan High Dam

      - attempts to clear and farm Brazilian rain forest

      You may want to stress the idea that much of our concern over environmental conditions stems from this inability to predict consequences. Even corrective measures, like the ban on DDT, can lead to unexpected results.

2. A change made by humans can be helpful and harmful at the same time.

   a. Find a proposed or recent change in your own community --a new highway or dam, a building project, new farming or mining operations, etc.

   b. Have the students gather data or represent interest groups (including the environment). Then weigh the positive and negative effects.

      - How would the class arrive at a decision on the matter?

- Can they tell what the results of their decision will be? (E.g., they might decide against a project because of environmental concerns. Who would be harmed by this decision and how?)

3. Environmental quality is a matter of awareness. Are people aware of how their actions influence the environment?

   a. List things in your community which require coal or oil.

   b. What are the harmful side effects of coal and oil production? Use?

   c. Are people aware of the implications of, say, using household appliances?

   d. In other words, who is responsible for environmental problems--those who extract the raw materials?

      - those who manufacture products?

      - the consumers?

   e. What decisions do different groups have to make to help save the environment?

4. How the environment can be best protected is open to debate. How would the class test either of these hypotheses:

   a. Damage to the environment will be corrected by improved technology.

   b. The only way to save the environment is through strict laws with strict enforcement.

   See what other hypotheses they can form to deal with this concern.

5. Globalizing the issues--

   Take any of the above topics and indicate its worldwide implications.

   For example, the class decision on a building project involving primarily the local community. Help the students to see that all communities in all societies are making certain decisions--some quite similar. It is the <u>total</u> of all these

decisions or changes that contributes to the planet-wide nature of our concerns.

POLITICAL SYSTEMS

At some point in governmental studies, it is useful for the class to analyze the subject using their knowledge of systems.

1. The government and the people form a system.

   a. Consider people as part of the system:

      - How does the government influence the way people live? (areas of freedom,etc.)

      - How do the people influence the government?

   b. Other societies have organized their political systems in different ways--totalitarian dictatorships, military juntas, parliamentary democracies, etc.

      - How do specific other governments differ from the U.S. as systems (with people as part of the system)?

2. In any society, government influences people's lives by involvement in the economy.

   a. Compare different governments--how do they differ in control over economic decisions?

      - How does this control influence the way people live?

   b. Consider changes in government and economy, too. For example, why is the Soviet Union becoming more concerned with consumer products? Why has government control over the U.S. economy tended to increase rather steadily?

3. The question of loyalty becomes more complicated in an interdependent world.

   a. How are nationalism and loyalty connected?

      (1) How is the ideology of nationalism illustrated in other ideologies such as communism and fascism?

      (2) How is nationalism shown in our country?

(3) What functions does nationalism serve?

If the development of nationalism is covered, the class should consider the functions it has served in the past

- security

- large-scale organization.

They should also be able to deal with the question of whether or not the nation can still perform those functions in an interdependent world.

(4) What are some of the good and some of the harmful effects of nationalism? Students might discuss how nationalism:

- helped struggle for independence in many countries

- contributed to wars, large and small.

b. Do loyalties transcend national borders?

Consider the question of whether it is possible to be loyal to the nation and to groups that go beyond the nation. This could be stated as a hypothesis to be tested with the following:

(1) What are some groups that the students and other Americans belong to that are not strictly national (e.g. church, Y.M.C.A., Y.W.C.A., boy--and girl scouts, etc.)?

(2) Give (or find) examples of recent organizations that go beyond national borders--that have arisen in response to growing interdependence. (E.g., European Economic Community; OPEC (oil producing nations); multinational corporations; U.N. agencies, CARE, etc.)

(3) Role-play, or have students discuss, the question of loyalties as such groups grow in number.

Suppose they worked for Toyota and lived in Australia--would there be a danger of losing loyalty to the United States?

Explore other specific possibilities. Encourage the students to express their feelings openly--there are no right or wrong answers.

Probably a number of companies or agencies in your area have international dealings. Invite representatives to come to the class and discuss the question of multiple loyalties.

c. Finally, have students consider whether or not more transnational organizations should be encouraged. Or should we rely on individual nations to solve our interdependent concerns?

SUGGESTIONS FOR CURRICULUM DEVELOPMENT

INTERDEPENDENCE

HIGH SCHOOL (10-12)

OBJECTIVES

Students should

1. be able to use the concept as a means of understanding the global implications of events and trends encountered in standard course work.

2. be able to analyze the urbanization process as one of the forces creating an increasingly interdependent world.

3. be able to explore hypotheses on the nature of global interdependence and how that interdependence influences people's lives.

4. learn to analyze specific cultures in terms of their relationship to global patterns.

5. be able to relate events in one's life or community to worldwide concerns.

6. be able to explore beyond text materials to deal with such matters as multinational corporations and the use of the world's oceans.

7. be able to question the viability of national solutions to transnational problems.

8. be able to reduce their ethnocentric thinking by learning to view the total world environment.

9. be able to extend thinking and questioning from the past or present into the future.

BACKGROUND DISCUSSION

Many high school teachers piece together their own courses, rather than relying on a text. When this is the case, there is a vast array of good material that will help your students understand the nature of our world environment. Even in designing your own course, you might find useful some of the topics and ideas that follow.

The ideas and topics presented here can easily be applied to traditional courses using major texts--culture or area studies, world or American history, contemporary issues, etc. The outline helps students use interdependence as a lens for examining the global implications of much of their subject matter.

Rather than try to cover all the course offerings of the upper grades, we have selected a few key topics, with the goal of trying to explore those that help develop understanding of global interdependence and are also common to a number of social studies courses.

TOPIC AND IDEA OUTLINE

INTRODUCTORY--UNDERSTANDING THE CONCEPT

The class will need a beginning understanding of the key terms *systems* and *interdependence*. The introductory activities for the middle grades (pp. 2-3) can easily be adapted to high school use.

If the terms are introduced in some other way, be certain that the students understand that interdependence covers an infinite range of phenomena--that it is present in the natural environment, in human groups or organization, and in man-made objects.

An inquiry approach can be used, building on some topic that is part of your course work--the life of a primitive tribe, the framing of the Constitution, the development of agriculture, economic exchange, etc. Ask the class to point out the ways that parts or people depend on each other.

From this base, the students can develop definitions of systems and interdependence. Challenge them to explain the term by using other examples.

Once they have grasped the meaning and its wide application, it would be a good idea to apply it right away to another topic in the course. This will act as reinforcement and provide practice in using the concept as an analytical tool.

URBANIZATION

An essential step in coming to understand the nature of our world social environment is to see city life as part of a global pattern. Many texts provide excellent material on the urbanization of this country; other courses deal with the growth of modern cities in developing nations as a separate phenomenon. Unfortunately, very few materials help the students to combine the two--to see relationships between slums in Sao Paulo and ghettoes in New York; between air pollution in Los Angeles and disease in Bombay; between the death of Lake Erie and the open sewers of Abidjan.

That leaves it up to the teacher to find ways for students to consider the global nature of urban growth, urban problems and the impact of cities on people's lives. Your text may be limited to the burst of urban development in 19th century America. But you can use that information to help the class gain a larger view--to develop the sort of world-mindedness we have been concerned with throughout this guide.

Here are some topics and approaches you might explore:

1. The historical development of urbanization is linked to technological advances.

   a. What were some of the ways in which changes in agriculture contributed to the development of early cities?

      (1) The first cities, in turn, should be seen as relying on increasing specialization. Why does an increase in specialization mean an increase in interdependence?

      (2) Seeing cities in terms of technology/specialization/interdependence creates a pattern in the student's mind.

   b. This pattern remains much the same throughout the world until the 19th century.

- in American history courses, have some students report on similarities between U.S. cities in 1800 and cities elsewhere in the world--e.g. London, Peking, Moscow.

c. As early as 1800, a German author noted that:

"specialized division of labor *forces* workers to live in large cities."

What is the significance of that observation, particularly in terms of the date it was made?

d. On the basis of the historic pattern of cities, the students should better understand the tremendous impact of modern technology on urban life.

(1) What did the sudden growth of 19th century cities mean in terms of people's lives?

(2) Consider: migration patterns, crowding, housing, sanitation, city government, education, mixing of different peoples, personal security.

(3) All of the above factors should be seen as the result of modern technology and its increasing specialization.

e. As cities grew, how and why did people try to retain traditional values?

(1) The formation of ethnic and racial neighborhoods.

(2) Maintaining customs from previous settings.

(3) The size and complexity of urban systems created a feeling of being uprooted--individuals need a sense of security.

f. In cities today, what evidence is there that people try to maintain or restore culture patterns from a time when cities were smaller, less complex and less alienating?

- the nostalgia fads of all sorts are possible answers

- the attempt to recreate colonial-style buildings; handcrafts, etc.

- the retreat of many Americans to rural life--individuals, communes, etc.

2. Urbanization/cities can be compared as a global phenomenon.

   If course work has been limited to urban development in the United States, expand on this knowledge to consider worldwide urbanization.

   a. Find pictures of 5 or 6 cities from different parts of the world--especially the glittering central city areas. Include developing nations.

      (1) Ask the students to guess the names of the cities.

      (2) Explore the implications of the idea that the cities look so familiar.

      (3) The results should surprise the students; at the same time, it will emphasize the universality of urbanization patterns.

   b. How do cities in Latin America, Asia, and Africa compare with American cities, particularly 19th century American cities? Consider such factors as:

      - Why do people move to cities?

      - Is there a tendency for urban population to grow faster than the city's ability to provide jobs, housing, public services, etc? If so, why?

      - problems of sanitation, crowding, pollution, etc.

      - problems of adjustment to city life.

      - Considering all the difficulties, why do people still flock to cities--in the U.S. as well as other countries?

3. Testing hypotheses--A useful way to help students see the worldwide nature of urbanization is to have them test hypotheses dealing with the urbanization process. Here are two samples (the second is probably best for more advanced students):

   a. Hypothesis One: The problems of the world's cities are a legacy from the past, particularly the 19th century.

      (1) The first question is what are the problems of the world's cities? Are they the same for all cities?

This will involve gathering evidence. How will students collect data?

Some could study specific cities; others gather global statistics such as population of world's cities, how fast they are growing, what percentage of the world's people now live in cities; projections of future growth.

(2) The students should see that, while there are local variations, the urbanization process has created much the same difficulties everywhere.

(3) Once they have proved or modified the hypothesis, have them consider these questions--

- How can we make cities more liveable?

- Is this a problem facing individual groups of people --or does it involve the entire human species?

(4) Would worldwide cooperation on urban planning be useful?

- If not, why not?

- If so, how could it be approached?

b. Hypothesis Two: " Urbanization is the process by which man is building up an environment that is gradually replacing the natural environment in which he first became human-- a very extraordinary and a very risky occupation."

(Barbara Ward)

(1) The examination of evidence would be similar to that used for the first hypothesis.

(2) Why is this non-natural environment so extraordinary?

- Consider the kinds of interdependence that a city containing millions of people develops.

- Note especially the impersonal nature of our dependence on others.

- The growth of bureaucracy is another factor--how does this influence the way people live, the physical and psychological problems they encounter?

(3) Why does Barbara Ward emphasize the risks involved?

- physical risks--pollution, noise, crowding, insecurity

- psychological risks--escapism, crime, alienation, etc.

(4) One conclusion Ms. Ward reached was that urbanization is "the symbol of the non-natural environment which is becoming the daily habitat of nearly the entire human race, an environment that we *have* to keep but also *have* to make human or else it will destroy us."

- To what extent does the class work agree or disagree with her findings?

(5) What steps have been taken to make cities more human?

- Explore actions in your local area as well as other cities studied.

- Have the class discuss further steps that can be taken.

Note: Dealing with this hypothesis clearly can involve an ambitious amount of work and class time. The deeper the students dig for solid information, the more they will gain from the study. This is one of the key topics that will impress upon young people's minds the interdependent nature of our world.

4. The search for identity is a common problem in mass societies.

a. How does the increased interdependence of city life contribute to insecurities or feelings of alienation?

This is a topic that is most usually found in Sociology and Psychology courses but can be developed in others as well.

(1) Use short stories, poetry, films to gain personal viewpoints on the factors involved in alienation.

(2) Case studies, such as those by Kenneth Kenniston and other social scientists, can provide further insights.

b. Globalize the study--Is this search for one's identity similar for people in Buenos Aires, London, Cairo, Tokyo?

Individual research assignments and reports would be a good approach here.

c. Can the class reach tentative conclusions about how the impersonal nature of the urbanization process contributes to identity problems?

d. What factors are involved in avoiding alienation; that is, how do people make a healthy adjustment to this non-natural environment?

e. On the basis of this study, what ideas do the students now have about "making cities more human?"

ECONOMICS/ECONOMIC SYSTEMS

Such subject areas as culture studies, contemporary issues, and American history--as well as economics courses--can be used to develop an awareness of the global nature of our economic interdependence. At least some of the topics below are likely to fit into your course.

Major questions to keep in mind with all of the topics are:

1) What is the nature of the global economic system?

2) Why are national economies becoming interlocked; what projections can be made about the future?

3) How does this economic interdependence on a global scale influence the way we live? The way others live?

1. The economy of the United States is tied into the global economic system.

a. What are some of the ties?

The local community and the world economy--make use of local resources to introduce the class to the idea of our ties with the world economy.

(1) What products do we use that are made in other countries?

Some explorations into this will be surprising; that is, many products that we think of as strictly American (e.g. Nestles chocolate) are produced by non-American

companies.

(2) What companies in the local area depend on other countries for raw materials?

- Encourage research groups to explore and find out.

- Plot on a map your community's ties with other parts of the globe.

(3) What products or services do companies in your area sell to other countries? These lines, too, can be plotted on a map.

b. Apply much the same questions to the national economy.

c. What are the implications of these ties in terms of systems?

How can one part of the system affect other parts? Consider specific examples--drought, revolution, raising prices, etc. For example--Holland is a major user of borax to desalinate land reclaimed from the sea. What happens if they find another method not needing borax? Who in this country will be affected and in what ways? Or, the oil producing nations raise prices. How does this influence large areas of our society--commuters, poor people, industries such as synthetic cloth and fertilizer, etc. Go a step further, and find out how a nation like India is suddenly faced with severe problems because of the price or scarcity of chemical fertilizers.

2. Multinational corporations are one of the major forces in the shaping of a global economy.

So far, practically all text books have simply ignored multinationals' existence. You may have to develop your own unit on this topic. The following questions will indicate the importance of the subject:

a. What are multinational corporations?

- What nations are involved?

- Where and how do they operate?

- How much of the world's economy do they control?

b. Why have many Europeans feared the takeover of their economies by American-based firms?

c. How do global companies operate in developing countries? Is this a new kind of exploitation or do they aid the "host" countries?

d. How are communist countries involved with American and European corporations? Are these ties a good sign or threatening?

e. Why have both the U.S. Congress and the United Nations begun investigations into the question of laws to control multinationals?

f. Are these companies a major force in improving world conditions? Or is there a danger of a handful of giant corporations controlling most of the world's economy?

3. A global economic system emerged as the result of a number of historical forces.

a. How did the early empires of European nations increase interdependence between many parts of the world?

E.g. consider the triangular trade; the establishment of colonies, the mercantile system.

b. How did the Industrial Revolution create a tremendous variety of new and more complex systems?

(1) How did new inventions foster new systems?

(2) How did new means of production create new systems?

- factory systems

- corporations

- the need for, and development of, transportation and communications systems?

(3) How did an American city in 1900 differ from a city in 1800 in terms of interdependence?

- Notice the growing size and complexity.

- Also note the impersonal nature of relationships--the great maze that the newcomer to the city had to adjust to.

e. How did industrialization contribute to:

(1) new ties with other parts of the world--markets and raw materials?

(2) new races for colonies, new kinds of imperialism?

(3) the rise of labor?

(4) the creation of counter-capitalist systems--socialism, communism?

(5) division of the world into rich nations and poor nations?

(6) world-wide urbanization?

4. Malfunctionings of economic systems have produced a variety of responses.

a. Movements mentioned above are one response.

b. The demand for greater government control over the economy is another.

c. Today, why is it difficult for the government to correct economic problems?

d. Why have some people sought alternatives to large-scale capitalism--e.g. handcraft industries, cooperatives, moving to rural areas, etc.?

5. A gap between rich and poor exists both within and between nations.

a. What are the reasons for poverty in this country?

(1) What steps have been taken to aid the poor?

(2) What have been the successes and failures of these efforts?

(3) Is poverty a sign of malfunctioning in the economic

system, the social system, or the political system?

- or all three?

b. How would you analyze the gap between rich nations and poor nations?

(1) What forces contribute to poverty in so much of the world?

(2) What is the relationship between the affluence of the industrialized nations and the poverty of Third World countries?

Consider, for example, the relationship between agriculture in this nation and the world food shortage. Could the U.S. do more? What are the consequences of food give-away programs? Do we have a responsibility toward those suffering from hunger and malnutrition; that is, should the U.S. try to feed the world? Why, or why not?

CULTURE STUDIES/COMPARING CULTURES/MODERNIZATION

In addition to the text analysis of the culture patterns of a particular society, some time should be spent on relating the material to the increasing interdependence of all societies. In broadest terms this means analyzing how the society being studied is involved in the emerging global systems.

1. The problems and prospects of modernization are a world concern.

Practically all Third World nations are attempting to create modern economies--and many seem to have little success. This often puzzles students. Why can't other countries simply do what the United States did--industrialize? Such thinking often leads to the notion that Third World countries aren't as "good" as the United States.

To deal with this, you can create a comparison between industrialization in the U.S. and the culture(s) being studied. Here are some key ideas and questions to consider:

a. How do physical and human resources compare?

- Note that the U.S. began industrializing with a small population and huge deposits of untapped resources.

b. Compare traditions and values that encourage or discourage economic development.

- The U.S. had no aristocracy with a stranglehold on wealth, land or political power.

- Enterprise capitalism was an accepted value even in colonial times.

- Ideas of equality and representative democracy were well established when the U.S. began industrializing.

c. Compare the role of government.

- Consider the U.S. Government's favorable attitude toward business and its control of land distribution.

d. What outside help contributes to industrialization?

E.g. European capital helped build American railroads as a profit venture.

- When European or American sources have financed ventures in developing countries, what strings have been attached?

e. What sources of competition do new industries face?

- In the U.S., European goods were obstructed by tariffs. The nation had expanding population and territory as a ready-made market.

- Developing countries have to compete with developed economies. How can Turkey, for example, create an electronics industry that could compete in, say, sales of television sets with American or Japanese firms?

f. All of the above points can be used to get at this central question:

Why is it so difficult to develop a modern economy in today's interdependent world?

You might want to turn that question into a hypothesis and use the comparisons above for testing it.

2. Culture change: Is a global culture emerging?

   a. To what extent are cultural patterns becoming worldwide?

      Whatever cultures are studied or compared, the class will gain important understanding of global interdependence if they consider the extent to which those societies are adopting culture patterns that are becoming world-wide.

   b. How might global culture be measured in terms of materialism?

      - Analyze the appearance of cities in various cultures and note similarities--the structure of buildings, the automobile congestions, modern factories, etc.

      - People's lives, too, are influenced by the same sort of consumer goods--automobiles, bicycles, transistors, television sets, household furnishings and so on.

      - How does this worldwide materialism influence people's values and aspirations? Is the great majority of humankind linked by the desire for the same sort of life-style?

   c. Other aspects of global culture to consider would include--

      - common tastes; e.g. youth styles in clothes, music, recreation

      - expressing opposition to established ways; escapism (drugs, etc.); cult movements; terrorist activities

      - movements to correct injustices in existing systems, e.g. protest in the Soviet Union; the attempt to create racial equality in South Africa; the demand for honest government.

   d. Are we all becoming alike? In spite of these elements of global culture, traditional culture patterns remain.

      - Ask the students to list ways in which the societies being studied mix traditional patterns with emerging global patterns.

- In other words, the class should see that global society overlays all societies--some more than others. This creates a dualism of a growing common pattern plus the diversity of existing patterns.

c. How does this growing global culture illustrate the increasing interdependence of the world's people?

- To what extent does the class find this to be a healthy trend?

- Do the students find any dangers in this pattern of development?

ENVIRONMENTAL CONCERNS/RESOURCES

In most texts, issues involving resource scarcity or distribution, as well as environmental problems, are treated as national concerns. This is one of the most vital areas for developing awareness of our global interdependence. The Spaceship Earth imagery is appropriate--the four billion passengers of our craft all depend on the same delicate life support systems: land, water, air.

In addition to detailed study of such concerns within their own society, the students should also consider the following topics:

1. The earth is a single system.

   a. How does air pollution in one area affect the *planet's* atmosphere?

      (1) The student's understanding of systems should make it clear that the smog of Los Angeles (or any other area) contributes to air pollution throughout the globe.

      (2) Ask individual students to find out and report to the class what scientists say about changes in the earth's relatively thin envelope of air.

      (3) Leaders of many Third World nations argue that their primary concern is industrialization and they are willing to accept air pollution as part of the cost.

         - Why do they feel such a position is justified?

- How might industrialization in these countries affect life in the United States?

b. In what ways is water pollution a global problem?

(1) Again, an understanding of systems will lead the class to awareness of the interlocking nature of the world's water systems.

(2) Research to develop evidence about the dangers to the world water supply will be needed.

(3) The class can also consider positive steps that have been taken in specific areas to stop pollution and reverse the pattern of deterioration.

c. Is land a world resource?

(1) Of all aspects of the natural environment, land pollution seems the most strictly local or national.

(2) Challenge the class to suggest ways in which pollution of the land in one area involves other parts of the globe.

- Outside research is probably essential.

- Consider, for example, the amount of arable land in the world and what percentage is already under cultivation or used for grazing.

- The students should also think in terms of how pollution of the land through pesticides or overuse upsets ecological systems.

- Is there evidence that land pollution contributes to water pollution?

- How can land pollution influence food chains?

2. The oceans present a special and urgent topic.

High school texts with chapter titles such as "Protecting the Environment" and "Conserving Water Resources" are found to ignore completely the world's oceans. The same is true of texts with similarly relevant headings like "The Gap Between Rich Nations and Poor Nations." The need to change the curriculum is symbolized in

the failure to recognize the oceans as an essential (and very large) portion of our endangered environment. And the oceans as sources of food and raw materials may prove to be a major element of hope for the poor and hungry.

Because of this ommission in major texts, you may have to use supplementary units or A-V kits, or develop your own lessons. Some questions and topics to consider are:

a. How serious is pollution of the oceans?

(1) What are the sources of pollution?

(2) What are the effects? (Note particularly the impact on off-shore fisheries.)

(3) What steps are being taken to correct the dangers?

- The United States has taken some steps, such as laws regarding industrial wastes.

- International Cooperation has been tried (sometimes with success) for protecting fishing areas, sea animals, the dumping of oil and shipping wastes.

b. How valuable are the oceans as a source of food?

(1) What nations lead in fishing industries? How significant is fishing to national diets?

(2) Why do few Third World nations have significant fishing industries?

(3) To whom do the oceans belong? Why are some nations trying to extend their territorial limits?

(4) Suppose food from the sea were distributed more evenly among the world's people? What potential would the seas offer for easing the food crisis?

The students should find factual data; in addition, they should consider why such a step isn't taken.

c. How valuable are the oceans as sources of minerals?

(1) Technology is now available to tap mineral resources on the ocean floor. Why is this so significant?

(2) Who should the resources belong to--all the world's people or the nations which have the ability to exploit them?

d. Can the world's people cooperate in making decisions about the oceans?

(1) Analyze the successes and failures of international conferences on the seas--especially the UN conferences on the Law of the Seas held in Caracas, Venezuela in 1974 and Geneva, Switzerland in 1975.

(2) Despite problems, does the class find hope for co-operation?

(3) Would it be possible to create an Oceans Constitution? If so, what should its provisions be?

Such a Constitution has been the life work of Elizabeth Mann Borgese--her proposals could be used for class consideration.

3. "No nation, by itself, can provide all the resources its people need, nor can it achieve adequate protection of the environment." All of the above topics and questions could be used to test this hypothesis.

a. Specific areas of concern should be used in testing the hypothesis, such as maintaining (or restoring) clean water.

b. In terms of resources, the class might consider the reliance of industrial nations on oil--

(1) Why did the Arab oil embargo have such a widespread impact on industry in many nations, and agriculture in others (e.g. the reliance on oil-based chemical fertilizers)?

(2) The U.S. is trying to achieve independence from foreign oil. Will this work if the economies of other nations still rely on Arab oil?

NATIONALISM AND GLOBAL SOCIETY

This topic is concerned as much with future possibilities as with the present implications of global interdependence. It provides

a good way of pulling together previous learning centered around the concept; in fact, it probably shouldn't be approached until the class has dealt with other aspects of the world environment.

The major question involved here is: *How can a world divided into 150 sovereign nation-states cope with concerns which have little to do with national boundaries?* The question should not be limited to courses dealing with "International Relations"--it should be an essential part of any high school education.

1. Exploring large generalizations

Increasingly, the world's political leaders, scholars, journalists and scientists have directed their energies toward analyzing just what global interdependence means to our lives and to the possible alternatives for the future. You might try using statements of conclusions reached by some of these people. The class can use the generalizations as hypotheses to test; they can also be the take-off point for debates, research and report assignments, panel discussions, and simulations of decision-making. You might also give some students the chance to develop slide shows (using published photos as well as the local environment) to illustrate some of the key points.

Here are some sample quotations:

a. Columbia University scholar, Emile Benoit:

> "It is the writer's belief that the universe of seemingly sovereign political entities will gradually disappear as mankind grows to understand the basic facts of its interdependence and learns to fashion tools more consistent with them."

(1) How can such a statement be justified? Challenge the class to think of specific concerns that cannot be handled by individual nations.

(2) What are some of the "basic facts" of global interdependence which are not in the nature of urgent problems?

- For example, how does the world's economic system make it difficult for a national government to make effective decisions regarding its own economy?

- In what ways do multinational corporations offer a challenge to nation-state authority?

- Does rapid transportation and instant communication contribute to the possibility that the nation-state is becoming obsolete?

(3) Do you think Benoit underestimates the power and importance of national loyalties?

(4) What are the alternatives to the present system of nations? (Consider regional groupings as well as various world political organizations.)

b. The late U Thant, in a 1969 speech, said: "I do not wish to seem overdramatic, but I can only conclude from the information that is available to me as Secretary-General that the members of the United Nations have perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion, and to supply the required momentum to world development efforts."

(1) What progress has been made since U Thant made that grim statement? How do you think he would respond to the present situation if he were alive today?

(2) Why is there such a sense of urgency in his tone?

(3) To what extent and for what reasons do you agree with his assessment?

c. India's Prime Minister Indira Gandhi:

"It is an oversimplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels, and so on . . . . On the one hand the rich look askance at our continuing poverty--on the other they warn us against their own methods. We do not wish to impoverish the environment any further and yet we cannot for a moment forget the grim poverty of large numbers of people."

(1) Whatever methods you can devise that will help students understand the feelings of Third World peoples are important. Reading personal accounts and viewing films can be useful.

(2) In role-playing or simulated settings, see if the students can grasp the reaction of persons in a developing nation who are told that the only way to save their country is to stop population growth.

(3) Prime Minister Gandhi is a strong supporter of population control. But what other factors does she think must be involved at the same time?

(4) The quotation hints at some of the frustrations felt by those on the losing end of the rich-poor equation.

- How would you express those frustrations in your own words?

- Do you think the rich nations have an obligation to help the poor nations? To what extent?

d. English international affairs specialist, John W. Burton:

"Whatever our occupation or interests, each of us needs to be informed about our wider environment, how we affect it, and how we are affected by it. In particular, we need to have insights into changes that are likely to occur, such as population growth, technological change, social and political change and market changes, so that we can anticipate them, and plan our individual and collective lives accordingly."

(1) Is Burton's statement optimistic? Pessimistic? Or, a combination?

(2) How do the students feel their own lives and futures are influenced by the concerns he mentions, which have been studied in other parts of the course?

(3) See if the class can pick out examples of how life in their community can be altered by a greater understanding of "our wider environment."

2. Exploring steps toward world cooperation--the world conferences.

Course material on regional cooperation, such as the European Economic Community, and U.N. functions--particularly those concerned with population, hunger, environment, economic development and women--would fit in well here. At the same time, you might take on study of the recent world conferences as indicators of growing awareness of our interdependence and

possibly as beginning steps in the right direction.

a. Have small research groups analyze the work of recent world conferences dealing with such concerns as women, environment, food, population, the oceans. They should have some specific questions in mind to guide their research reports and discussion.

(1) Is there significance in the fact these conferences have been held--why are the world's nations meeting?

(2) What positions have been taken by specific nations--e.g. how does the U.S. position differ from that of (a) West European (b) hemispheric or (c) Communist countries? What evidence do you find of tension between developing countries and the "rich nations?"

(3) Note specific cases of conflict between national interests and world interests.

(4) Have the conferences had any successes--why is there usually a lack of agreement on key issues?

b. After reports and discussion have the class consider the question of whether or not such conferences are worthwhile. You can turn this into a debate topic if strong differences of opinion emerge.

The students should also be able to consider this idea: Many have expressed the conclusion that the major crises faced by humanity today--war, arms races, poverty and hunger, environmental pollution, the oceans, population growth--can not be dealt with separately. To what extent would the class agree or disagree with this assessment?

3. Exploring the question of loyalties--does increasing interdependence threaten loyalty to the nation?

a. For a long time, people have belonged to groups that are international--church, youth organizations (such as boy scouts, girl scouts, Y.M.C.A., Y.W.C.A., etc.). Why don't people worry about the loss of loyalty with such organizations?

The class should see that the functions are basically local--no international power group is making key decisions about local units, except in the case of some religious denominations.

b. Find examples of international agreements that have worked -- e.g. International Postal Union, communications and shipping agreements. Why don't these seem to threaten national loyalties?

They are purely functional, voluntary agreements.

c. What recent trends do create concern about national loyalties? Why is organized labor arguing for strict controls of MNC's? Why do some Americans feel the U.S. should withdraw from the U.N.?

d. How far can multiple loyalties go? Is it possible to have a feeling of loyalty to world society and to one's own nation?

What happens if national interests run counter to global interests? For example, at the 1974 World Food Conference, developing nations asked the U.S. for one million tons of grain as a token of commitment to the battle against starvation. The U.S. said this was impossible--at the same time, selling more than that amount to the Soviet Union as a means of strengthening detente. How does the class feel about this sort of decision?

- Speculate on other possibilities. Suppose that:

  (1) The U.S. could ease world starvation by reducing meat consumption by 10% (it takes 6-7 pounds of grain to produce 1 pound of beef), would the class be willing to make this sacrifice? Why, or why not?

  (2) A U.N. resolution requested the rich countries to contribute 10% of their national income to ease the food crisis and aid development (we now give less than 1% of our GNP in aid). Would Americans agree?

- The class should be able to find other cases where national or individual interests seem to collide with world interests. What ideas do they have about easing these conflicts? Suppose, for instance, the class formed an American delegation to a World conference. Would it be right to advocate a plan--such as free grain distribution--that might result in lack of profits to some Americans? If so, how would they justify their position?

4. Simulate a World Conference.

   - Particularly after the class has been dealing with the above topics--or after study of particular nations (developed and developing) try creating a simulation of a world conference.

   - Pick a specific concern to deal with--environment, population, etc.

   - Assign different students to represent different countries, including the U.S. Outside reading is probably necessary to create realistic stances for each participant.

   - As the class tries to reach agreement or formulate a plan, notice the places where loyalty to one's nation (or national interests) seem to pull away from cooperating.

   - Discuss these feelings in debriefing the activity.

   - Encourage the class to speculate on how growing awareness of global interdependence might contribute to greater co-operation.